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ABSTRACT

In 1982, Utah's migrant education program provided educational and support services to 559 K-12 migrant students in 10 six-to-eight-week summer migrant school projects. Instructional programs included reading, math, language arts, ESL (English as a Second Language), cultural awareness, physical education/recreation, career awareness, vocational awareness, and field trips. Utah's goal of a 2-month average gain by 75% of the students was accomplished by 88% in reading, 63% in spelling, and 63% in math. School transportation, a food program, and health screening were also provided. Migrant staffs received inservice training on how to present basic skills in a fun way, and yet meet the children's basic educational requirements. The Migrant Student Record Transfer System (MSRTS) was stressed as an important program component and training was conducted as needed. Parent involvement in the program's planning, evaluation, and operation was emphasized. Seven directors received training on the organization and implementation of parent advisory councils. Inservice training for parents included a reading awareness program. Since parents present could neither read nor write, a special picture/sound presentation was made on how to help their children feel at home with books. This program met with great success and will be implemented, by request, during FY 1983. (NQA)

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ED224682

ANNUAL EVALUATION REPORT

Utah MIGRANT EDUCATION

FY 1982

UTAH STATE OFFICE OF EDUCATION

250 East 500 South

Salt Lake City, Utah 84111

G. Leland Burningham

State Superintendent of Public Instruction

Jerry Ortega, Director

Migrant Education

Published With Funds From Public Law 97-35

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Utah Migrant Education

Evaluation 1982

HARVEST OF HOPE

RC 013743

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FOREWORD

This evaluation report was prepared under the authority of the U.S. Department of Education (Public Law 97-35).

While it is a federal requirement to file and submit this evaluation, this report was compiled to provide information about educational programs for migrant children of migratory agricultural workers. The gathering of information for this narrative comes from the following areas: curriculum, testing, non-academic activities, observation, documentation of events and basic educational statistics.

The Utah State Office of Education recognizes its responsibilities to migrant children and will continue to provide the necessary support for this program. Commitment to the continuance of education and support services for migrant children will be maintained in providing quality programs in the State of Utah.

G. Leland Burningham
State Superintendent
of Public Instruction
Utah State Office of Education

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INTRODUCTION

Migrant Education in the state of Utah has been firmly established since 1968. As an educational program initiated to meet the educational and developmental needs of migrant children, summer migrant programs are annually provided in ten geographically (see Table 1) selected locations throughout the state. These programs are placed according to migrant movement patterns and need. The Utah State Office of Education (USOE) helps to facilitate and coordinate the educational and social activities of these children.

Aware of the needs of migrant children and their right to equal education, Utah's educational approach attempts to provide the migrant child with a well-rounded program of academics infused with recreational, vocational and cultural activities. Even though the summer programs are for a comparatively short time, Utah is committed to the concept of helping migrant children to develop and to improve their basic educational skills. As one migrant teacher appropriately put it, "We are here to teach your children basic educational skills not in a boring fashion but in a way that will be fun."

Presently, Utah's concentration of migrant children is largely Hispanic. Other ethnic groups include: Asian, Navajo, Anglo and Kicapoo Indian. Their stay in the state varies from several days to several years depending on the nature of their work and the climate of the economy.

Local education agencies (LEAs) provide staff and facilities where migrant children can go to attend a school in an environment that is conducive for learning. Professional migrant staffs have been trained to be aware of their special academic and cultural needs and to meet those needs accordingly.

With this in mind, educational and support services reach migrant children through local education agencies. The local education agencies provide the vehicle for the implementation of migrant education. Projects are administered through the State Office of Education, which provides the following functions: leadership, site visits, evaluation, inservice, training, MSRTS (a data collection system) and the coordination of LEA projects. The philosophy of administration provided by the State Office of Education is to work with and through the local LEA directors providing assistance when needed and leadership where appropriate.

TABLE 1

LOCATION OF MIGRANT PROGRAMS

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IDENTIFICATION AND ENROLLMENT

Identification and recruitment begins the first of May and usually continues throughout the summer months. Trained recruiters visit the homes and employment places of migrant parents to insure that parents are aware of programs offered and to help them understand and to fill out required enrollment forms.

The need for identification and enrollment is continual and necessary for a properly managed program. Efforts to enhance enrollment during the 1982 summer migrant program were maintained through inservice training, coordination with Utah Rural Development Corporation, written communication, and dissemination of appropriate literature. Examples were:

- At the migrant education workshop, May 7-8, inservice training was given on identification and enrollment. Significant questions as to the basic how to's of enrollment were answered.

- Parent Advisory Councils were given training materials in the form of a parent involvement training handbook. The handbook stressed the importance of parents becoming involved in the education of their children. By doing so, it was hoped that by understanding the importance of migrant education, parents with children in the program could influence their friends and others who have eligible children to enroll them.

- Training was provided at each migrant site concerning eligibility forms, enrollment and skill information.

- Coordination with the Utah Rural Development Corporation and other state and local agencies was an integral part in insuring that migrant children were being identified and enrolled.

The State Education Agency shall continue to emphasize identification and enrollment so that all migrant children who reside in the State of Utah will have the opportunity for migrant education and needed support services.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

The Migrant Student Record Transfer System (MSRTS), a national computer network, was created to facilitate the transfer of migrant student records. As children enter the state of Utah and are identified and found eligible for migrant programs, they receive a special MSRTS number that follows them when they move. As information is gathered, i.e., enrollment data, individual student progress, health, etc., it is transmitted to the national data bank in Little Rock, Arkansas for data retrieval. When a migrant family moves, information is sent to the new school upon enrollment; thus, helping teachers to note educational skills mastered and to be aware of other pertinent information.

As shown in Table 2, reporting of test data into the MSRTS data bank for transfer to local schools has greatly increased over the last five years. This has occurred due to stressing the importance of providing individual input, frequent inservice training in the field, and the leadership exerted by the SEA staff in this endeavor. Test data reported is in the basic skill areas of math, reading and spelling. Data reported was obtained from the following tests: W.R.A.T., Slosson, Key Math, Carrow Language and BOEHM.

TABLE 2

MSRTS TEST REPORTED DATA

YEAR	TOTAL NUMBER OF TESTS REPORTED
1978	332
1979	335
1980	556
1981	1228
1982	1901
TOTAL----------	4352

With the above in mind, a statewide terminal operator is located at the SEA who trains LEA clerks in MSRTS transfer procedures, answers questions relating to MSRTS, and helps clerks solve problems relating to migrant student status. With a turnover in migrant personnel, there is always a need to provide continual inservice to migrant staffs so that continuity in information transfer is maintained at a quality level and the needs of migrant children are being met.

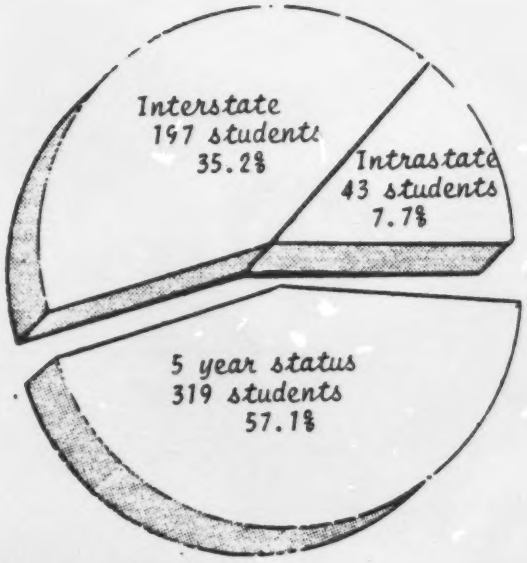
MSRTS will continue to be stressed as an important component in all local migrant sites throughout the state. In a program where the participants are migratory, MSRTS provides a vital link in maintaining and updating important student information.

CHILDREN SERVED

Children involved in the migrant programs were, for the most part, children of agricultural workers. Utah has no migrants involved in fishing activities for employment purposes. As shown in Table 3, 35.2% of the students in the program moved from state to state during the year, 7.7% of the students moved within the state and 57.1% of the students are considered five year status/settled out, e.g., students who have been interstate or intrastate migrants who ceased to migrate within the past five years and reside in one location. These students are still eligible for educational assistance for a designated period of time.

TABLE 3

MIGRANT STATUS



It should be noted that the five year migrant figure fluctuates from year to year. Children classified with a five year migrant status may again be in the migrant stream as the year progresses.

TABLE 4

AVERAGE DAILY ATTENDANCE

LEA	NUMBER IN PROGRAM	A.D.A.	PERCENT
Ogden	102	70.5	69.1
Nebo	99	58	58
Box Elder	88	54	61.3
Jordan	83	60	72.2
N. Sanpete	45	32	71.1
Millard	44	40	91
Davis	35	28	80
Cache	41	27	66
Beryl	22	10.5	48
AVERAGE	559	380	67.9

The majority of migrant students served by the program are Hispanic (75.1%) with the remaining 24.9% coming from other ethnic groups as shown in Table 5.

TABLE 5

MIGRANT ETHNIC STATUS

ETHNIC ORIGIN	NO. OF STUDENTS	PERCENT OF TOTAL
Hispanic	420	75.1
American Indian	73	13.0
Asian	54	9.7
Anglo	12	2.2
TOTAL	559	100.0

Children participating in the migrant programs, kindergarten through grade 12, totaled 559. As shown in Table 6, 86.5% were enrolled in elementary school, while 13.5% comprised grades 7-12. As would be expected, the higher grade levels had fewer participants. These students, generally, are expected to work to help sustain the family.

TABLE 6

GRADE LEVEL OF STUDENTS

GRADE	MALE	FEMALE	TOTAL NUMBER	PERCENT OF TOTAL
K	57	55	112	20.0
1	37	27	64	11.4
2	41	33	74	13.1
3	31	40	71	13.0
4	29	28	57	10.1
5	25	28	53	9.4
6	20	32	52	9.3
Sub-Total	240	243	483	86.5
7	13	19	32	5.7
8	12	10	22	4.0
9	9	3	12	2.2
10,11 & 12	2	8	10	1.8
Sub-Total	36	40	76	13.5
TOTAL	276	283	559	100.0

An alternative view that reflects the number of students served is student average daily attendance. In Table 4 the majority of LEAs showed an A.D.A. figure exceeding 50 percent with an A.D.A. of 67.9 percent. The highest A.D.A. was 91 percent. Attendance shows that migrant students were involved in the migrant education programs.

The following table shows the yearly full-time equivalent (F.T.E.) history for the State of Utah starting with the year 1974 in which funding became based upon MSRTS data. No summer school F.T.E. is shown until 1979 which was the year weighted funding credit was first granted for summer school attendance.

To understand Table 7, the following facts may be useful:

Compared Years: The years for which the F.T.E. has been used for funding and that are used in this report for comparisons in determining yearly changes in this funding base for your service.

F.T.E.: The full-time equivalent count for Utah in a given year. The F.T.E. is calculated by dividing the total days of residency for all migrant students enrolled in the program by 365 (days per year). The F.T.E. shown in this report is the count for the age category of 5-17 inclusively which is the legal funding age range.

Difference (Number and Percent): This is the amount and percent of differences for a given year as compared to the F.T.E. for the immediately preceding year. A "+" and a "-" are used in the "Number" column to indicate the direction of change.

Table 7*

F.T.E. HISTORY FOR THE STATE OF UTAH

* It should be noted that the figures indicated on Table 7 are those submitted from the data bank in Little Rock to the SEA.

REGULAR SCHOOL F.T.E				SUMMER SCHOOL F.T.E			TOTAL F.T.E.		
COMPARED YEARS	F.T.E	DIFFERENCE NUMBER	%	F.T.E	DIFFERENCE NUMBER	%	F.T.E	DIFFERENCE NUMBER	%
1974	279.62	XXXXXXXXXX	XXX	-0-	XXXXXXXXXXXXXXX	XXX	-0-	XXXXXXXXXXXXXXX	XXX
1975	425.28	+145.66	52	-0-	-0-	-0-	425.28	+145.66	52
1976	462.02	+36.74	9	-0-	-0-	-0-	462.02	+36.74	9
1977	589.23	+127.21	8	-0-	-0-	-0-	589.23	+127.21	8
1978	584.92	-4.31	1	-0-	-0-	-0-	584.92	-4.31	1
1979	592.70	+7.78	1	73.84	+73.84	-0-	666.54	+81.62	14
1980	589.56	-3.14	1	318.45	+244.61	331	908.01	+241.47	36
1981	623.04	+33.46	6	422.88	+104.43	25	1045.92	+137.89	15

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INSTRUCTIONAL PROGRAM

The instructional program forms the hub of Utah's migrant education activities. Programs are designed to meet the special educational needs of the students and to provide one-on-one, tutorial, and group instructional activities.

As shown in Table 8, a total of ten instructional programs were offered by the ten summer migrant school projects. Instructional programs consisted of reading, math, language arts, ESL, and cultural awareness. Other programs present that helped to provide a quality educational experience were physical education/recreation, career awareness, vocational awareness, and field trips.

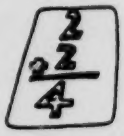

TABLE 8

EDUCATIONAL PROGRAMS

	Number of LEAs Offering Program	Percent Of Total
Reading	10	100.0
Math	10	100.0
Language Development	10	100.0
Physical Development	10	100.0
Career Awareness	6	60.0
Cultural Awareness	9	90.0
Vocational Learning	2	20.0
Field Trips	10	100.0
E.S.L.	2	20.0

All LEAs provided migrant children with approximately four or five field trips during the duration of their six to eight week summer program. Field trips were used to help build instructional programs in the areas of reading, language development, career and cultural awareness.

Examples of field trips were as follows:

Police Department	Library	Zoo
Fire Department	Circus	Dairy
National Parks	Planetarium	Bank
University	Cheese Factory	Fast Foods
Fish Hatchery	Hospital	T.V. Studio

Another component that helped to strengthen the instructional program was its professional and non-professional migrant teaching staff. Table 9 shows the number of teachers and aides involved in this year's summer migrant program.

TABLE 9

TEACHING STAFF

	TEACHERS	AIDES	TOTAL
Bilingual/Bicultural	19	22	41
Not Bilingual/Bicultural	13	6	19
TOTAL	32	28	60

The migrant program is proud of its bilingual/bicultural staff, which provides migrant students with instructional help, socialization skills, and cultural understanding in their dominant language, while working toward English proficiency.

INSTRUCTIONAL PROGRAM EFFECTIVENESS

To determine how migrant students were progressing academically, program effectiveness was accomplished by the use of a standardized achievement test, e.g., Wide Range Achievement Test--W.R.A.T. The W.R.A.T., an evaluation instrument, was used in all migrant programs to measure student achievement.

As shown in Tables 10 - 19, achievement data was compiled in three subject areas--math, spelling, and reading. Data compiled from these areas reflects the gains made by migrant students during the 1982 summer migrant program.

Data collected from nine out of the ten programs can be found in Tables 10-19; however, test for Provo's migrant program is not present. This is due in part to the tutorial nature of the project. Students receive basic help from a teacher's aide in needed skills areas. Testing for these children was provided by the Provo School District during the regular school year.

As expressed in Utah's application for FY 82, a two-month average gain by 75% of the students was stated as the goal. Table 10 reflects how this goal was accomplished. However, in a six to eight week program, it is difficult to measure student progress effectively. With this in mind, GEMS (Goal Based Educational Management System), a systematic approach for instruction that organizes and communicates the skills students are expected to master, is being reviewed as a possible evaluation instrument to more effectively measure student progress. The importance of evaluation cannot be underestimated; however, finding an instrument to appropriately measure student achievement in a six to eight week period is a challenge in providing continuity in evaluation for migrant students during a summer program.

In order to help improve program effectiveness and to more rapidly place the students according to skill levels, it has been recommended that key placement tests be used throughout the program. These placement tests should help migrant teachers to better place students allowing students to progress according to their abilities.

The following are a few placement tests that may be used:

- o Silvarolli: Reading
- o Key Math: Math
- o G.E.M.S.: Language

It should be noted that the placement tests will not replace important MSRTS data reporting procedures.

TABLE 10

STATEWIDE ACHIEVEMENT DATA

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in years Read	Average Gain in years Spell	Average Gain in years Math	# of students meeting state obj. of 75% with two months average gain R	S	M
K	112	70	63%	k.3	k.5	k.5	k.7	k.4	k.5	.2	.2	.1	X	X	
1	64	34	53%	1.6	1.8	1.7	1.8	1.8	2.0	.2	.1	.2	X		X
2	74	50	68%	2.6	2.8	2.6	2.8	3.1	3.3	.2	.2	.2	X	X	X
3	71	49	69%	3.7	3.7	3.5	3.7	3.4	3.6	.0	.2	.2		X	X
4	57	28	49%	5.0	5.3	4.6	4.8	3.8	3.8	.3	.2	.0	X	X	
5	53	25	47%	5.5	5.7	5.0	5.0	4.4	4.5	.2	.0	.1	X		
6	52	20	39%	6.0	5.9	5.1	5.2	3.6	3.6	-.1	.1	.0	0	0	
7	32	12	38%	6.3	6.5	5.2	6.1	5.1	5.4	.2	.2	.3	X	X	X
8	22	5	22%	6.2	6.8	6.8	6.5	6.5	6.7	.6	-.3	.2	X		X
9	12												0	0	0
10	10														
													88%	63%	63%

TABLE 11

ACHIEVEMENT DATA

CACHE

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Average Gain in Years Spelling	Average Gain in Years Math
K	12	5	42	P.1	P.5	P.3	P.4	P.2	P.3	.5	.1	.1
1	8	2	25	.3	.3	.3	.7	.5	.7	.0	.4	.2
2	4	3	75	1.5	1.8	1.7	1.9	1.8	2.0	.3	.2	.2
3	4	1	25	3.1	3.9	2.7	3.5	3.2	3.9	.8	.8	.7
4												
5												
6												
7												

TABLE 12

ACHIEVEMENT DATA

DAVIS

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Average Gain in Years Spelling	Average Gain in Years Math
K	4	4	100	K.8	K.9	1.1	1.3	1.0	1.1	K.1	.2	.1
1	5	3	60	1.8	1.9	2.4	2.6	2.5	2.6	.1	.2	.1
2	7	2	29	2.9	3.0	2.8	3.1	2.6	2.7	.1	.3	.1
3	5	3	4.2	4.4	3.3	3.7	3.7	3.8	3.9	.2	.1	.7
4	3	2	6.7	7.0	7.0	5.8	6.0	4.2	4.2	.0	.2	.0
5	5	4	80	5.8	6.0	4.8	5.0	4.5	4.7	.2	.2	.2
6	3	3	100	5.5	5.9	4.4	4.5	4.4	4.6	.4	.1	.2
7	3	3	100	7.4	7.6	6.4	6.4	6.0	6.0	.2	.0	.0

TABLE 13

ACHIEVEMENT DATA

BOX ELDER

GR	# of Stu-dents	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Spelling	Math
K	14	13	92	k.4	k.5	1.1	1.1	1.4	1.4	.1	.0	.0
1	9	5	56	2.7	2.8	2.5	2.0	2.2	2.3	.1	-.5	.1
2	10	3	30	3.5	4.1	3.6	3.6	3.2	3.3	.0	.6	.1
3	13	10	77	3.3	3.4	4.0	4.5	3.5	3.8	.1	.2	.4
4	12	6	50	4.7	4.7	3.9	4.2	3.7	3.6	.0	.3	-.1
5	10	2	20	7.2	7.2	6.1	5.3	5.6	5.0	.0	.8	-.6
6	10	2	20	7.3	7.3	6.4	6.0	5.9	6.0	.0	-.4	.1
7	9	0										

TABLE 14

ACHIEVEMENT DATA

JORDAN

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Average Gain in Years Spelling	Average Gain in Years Math
K	10											
1	11											
2	11	5	45	2.3	2.3	2.3	2.5	2.8	3.2	.0	.2	.4
3	11	7	64	3.2	3.4	3.5	3.7	3.1	3.2	.2	.2	.1
4	9	5	56	4.7	4.9	4.8	4.9	3.8	3.9	.2	.1	.1
5	9	8	89	4.6	5.4	4.5	4.6	4.1	4.7	.8	.1	.6
6	10	6	60	5.1	5.6	5.3	5.7	4.5	4.7	.5	.4	.2
7	6	3	50	7.3	7.9	6.5	7.4	5.4	6.3	.6	.9	.9

TABLE 15

ACHIEVEMENT DATA

OGDEN

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Spelling	Math
K	32	20	63	k.4	k.6	k.3	k.5	k.1	k.6	k.2	k.2	k.5
1	11	11	100	2.2	2.5	1.8	2.2	2.7	2.9	.3	.4	.2
2	12	11	92	2.6	3.4	3.0	3.4	3.2	3.7	.6	.4	.5
3	13	11	85	4.4	3.8	2.8	2.8	3.6	3.4	-.6	.0	-.2
4	12	8	67	4.5	4.9	4.2	4.2	4.0	4.0	.4	.0	.0
5	9	5	56	6.0	5.2	4.3	4.5	3.8	3.8	-.8	.2	.0
6	14	4	29	4.4	4.4	4.0	4.2	4.3	4.5	.0	.2	.2
7												

TABLE 16

ACHIEVEMENT DATA

NEBO

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Spelling	Math
K	17	17	100	k.5	k.6	k.3	k.6	k.3	k.4	.1	.3	.1
1	9	9	100	2.0	2.0	1.7	1.9	1.7	1.8	.0	.2	.1
2	13	13	100	2.6	2.8	2.5	2.7	3.0	3.2	.2	.2	.2
3	14	13	92	3.5	3.8	3.6	3.8	2.9	3.3	.3	.2	.4
4	14	5	36	3.8	4.0	4.0	4.4	3.4	3.5	.2	.4	.1
5	8	2	21	4.3	4.9	5.2	5.4	4.2	4.6	.6	.2	.4
6	5	2	40	6.5	6.6	4.5	4.9	4.4	4.6	.1	.4	.2
7	4	4	100	5.1	5.3	4.3	4.5	4.8	5.1	.2	.2	.3
8	8	2	25	8.1	8.3	8.4	8.9	8.4	8.9	.2	.5	.5

TABLE 17

ACHIEVEMENT DATA

MILLARD

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Spelling	Math
K	11	3	27	k.4	k.5	k.5	1.0	P.5	P.7	.1	.5	.2
1	3	2	67	1.1	1.6	1.8	1.8	1.7	2.6	.2	.0	1.1
2	9	9	100	2.4	2.7	2.2	2.6	2.6	2.7	.3	.4	.1
3	5	1	20	4.2	4.2	4.5	4.3	3.7	3.9	.0	-.2	.2
4												
5												
6												
7												

TABLE 18

ACHIEVEMENT DATA

NORTH SANPETE

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Spelling	Math
K	9	8	89	K.2	K.3	P.9	K.5	K.2	K.3	.1	.6	.1
1	4	2	50	1.0	1.2	1.4	1.4	1.1	.6	.2	.0	.5
2	4	4	100	2.8	2.7	2.4	2.6	2.3	2.4	-.1	.2	.1
3	5	3	60	3.7	3.9	3.6	3.1	3.1	3.0	.2	-.7	-.1
4	3	2	67	5.1	6.0	4.9	5.2	3.6	3.3	.9	.3	-.3
5	6	4	67	5.3	5.6	4.8	5.2	3.9	4.1	.3	.4	.2
6	3	2	67	5.3	6.3	5.3	5.5	4.9	4.3	1.0	.2	.6
7	2	2	100	6.7	6.9	7.0	7.1	4.1	4.9	.2	.1	.8
8	5	3	60	5.3	5.5	4.5	4.8	4.6	4.2	.2	.3	-.4
9												
10	4	2	50	8.1	8.0	10.6	10.7	6.6	6.9	-.1	.1	.3

TABLE 19

ACHIEVEMENT DATA

BERYL

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Average Gain in Years Spelling	Average Gain in Years Math
K	6											
1	5											
2	5											
3	1	2	20	1.6	1.9	1.8	2.0	3.1	3.3	.3	.2	.2
4	2	1	10	4.4	5.9	4.2	4.7	4.7	5.3	1.5	.5	.6
5	0											
6	1											
8	1											

NOTE: Data was difficult to obtain from the students because of parent working conditions.

INTER-INTRA AGENCY COORDINATION

The Utah Migrant Education program worked cooperatively with other states, and coordinated activities with such departments and services as Utah Rural Development Corporation, Employment Security, Food Services, the Department of Health, and Chapter I. All services coordinated were used for the benefit of the migrant student. Information regarding enrollment, withdrawal, academic progress and medical services was made available to other states by the use of the Migrant Student Record Transfer System.

Local coordination was developed with and through the Bureau of Land Management, County Health Services, National Parks, private and state universities, and private and public concerns in meeting the educational needs of the migrant students.

INSERVICE TRAINING

In-service training was provided to all LEAs staff in an effort to meet their needs and the special needs of the migrant students. (See Table 20 for inservice training dates.) Inservice training was implemented in the following areas:

- MSRTS
- Parent Advisory Councils
- Curriculum Helps - reading and math
- Parent Training
- Fiscal Management
- State Migrant Workshop

TABLE 20

INSERVICE TRAINING

DATE	LOCATION	TRAINERS	PARTICIPANTS	ACTIVITIES
11/24/82	Salt Lake	SEA staff	10 LEA Directors	Project application
5/07/82 5/08/82	Salt Lake	SEA staff and national migrant staff	86 LEA staff	MSRTS Identification and recruitment, reading, handicapped, parent involvement
5/19/82	N. Sanpete	SEA staff	N. Sanpete migrant staff	Eligibility
6/07/82	Jordan	SEA staff	Jordan migrant staff	Curriculum help, P.A.C. training
6/08/82	Nebo	SEA staff	Spanish Fork migrant staff	P.A.C. training
6/09/82	Millard	SEA staff	Millard migrant staff	Curriculum, help P.A.C. training fiscal management
6/10/82	Beryl	SEA staff	Beryl Junction	Curriculum, help P.A.C. training fiscal management
6/14/82	Box Elder	SEA staff	Box Elder staff	P.A.C. training
	Davis	SEA staff	Davis staff	Curriculum help
	N. Sanpete	SEA staff	N. Sanpete clerk	MSRTS
6/15/82	Davis	SEA staff	Migrant director	P.A.C. training
6/15/82	Millard	SEA staff	Migrant clerk staff	MSRTS, how to fill out eligibility, curriculum help
6/28/82	Cache	SEA staff	Migrant staff	P.A.C. training
7/07/82	Cache	SEA staff	Migrant director	Parent training
7/13/82	Ogden	SEA staff	Migrant staff	Curriculum help, MSRTS
7/15/82 7/16/82	Box Elder Cache	SEA staff	Director and clerk Director	MSRTS Train new clerk MSRTS procedures
7/29/82	Millard	SEA staff	Millard migrant staff	MSRTS, Fiscal management
7/29/82	Provo	SEA staff	Provo migrant staff	Curriculum, MSRTS, Fiscal management

MSRTS

MSRTS was again stressed as an important component of the migrant program. MSRTS training was carried out in all LEA projects as needed.

Identification and enrollment, MSRTS procedures, and MSRTS skills training in math, reading, and language arts was provided to all teachers and clerks. In addition to this, emphasis was put on the punctuality in transmitting student information to the terminal operator so that it can be placed on the data base and be returned to LEAs in time to be of help to migrant teachers.

Parent Advisory Councils

Training was given to seven of the ten directors concerning the organization and implementation of parent advisory councils. To help train directors, materials were developed to deal with the basic how to's of the parent advisory council meeting (PAC). Training was involved in only those areas where the principal or the recruiter felt uncomfortable. For example, how to get a meeting started, what does the law say about PAC meetings, how to write an agenda, etc.

Special emphasis was placed on parent involvement in the planning, evaluation and operation tasks of the program. Migrant directors were reminded of the importance of parental involvement and how parents can make a significant contribution in the education of their children.

Curriculum Helps

To meet the instructional needs of the migrant students, each district was surveyed as to needed instructional inservice training. (See appendix for example of survey instrument). According to the survey, training needs were met in the areas of math and reading. A Chapter I specialist provided all inservice training from the SEA.

Instructional activities were presented to migrant staffs in a make it/take it format, i.e., teachers, principals, recruiters making activities to be used in reading and math. It was stressed that when instructional activities are properly used they help to make needed skill practice more enjoyable.

Inservice training provided migrant staffs with new insights in how to present basic skills in a way that can be fun, and yet meet the basic educational requirements of the children. Concerning the quality of inservice training, staff comments were as follows: "Hey, this is fun." "I never knew you could do so many instructional activities with one game." "You know, I bet I could even put some of these activities in Spanish."

Parent Training

A pilot program was implemented in one of the migrant districts to see if parent training could be a viable option for next year's summer migrant program. A migrant director was presented with the concept and a parent training night was held during a council meeting to assess the reaction of the parents.

Inservice training for the parents was presented with their needs in mind. This training was in the form of a reading awareness program. Parents present at the meeting could neither read nor write in Spanish nor English. With this in mind, a special picture/sound presentation was made on how to help their children feel at home with books. The program met with great success and will be implemented, by request, during the FY 83 summer migrant program.

Fiscal Management

In order to maintain a proper standard of financial and fiscal management of the school districts involved in Migrant Education, inservice training to the person responsible for fiscal management was given. The inservice training covered such areas as properly setting up an approved budget with the school district's printout system; authorization of expenditures by local Migrant Education directors; reviewing obligations and expenditures for proper charges; monthly retrieval of status reports of migrant funds; and maintenance of an audit trail. In addition, directors were reminded that documentation and inventory control for any and all equipment purchased by migrant education funds at the local level must be kept.

State Migrant Workshop

Inservice training reached 86 professional and non-professional staff May 7-8 at the Utah State Migrant Education Workshop. Areas covered in the workshop were: education of migrant children with handicaps, individualized reading strategies, MSRTS procedures, parent involvement, identification and recruitment, and early periodic testing and screening. Presentations were made in both Spanish and English in meeting the language needs of the workshop participants.

SPECIAL AREAS

As indicated in Table 8 supplementary services were provided to migrant students in the areas of physical education, recreation, career, and cultural awareness. Academic and non-academic activities were combined to provide a balanced program for the benefit of the students so that migrant children would not drop out of the educational process and would not be deprived of the opportunity for instructional guidance.

PARENT ADVISORY COUNCILS AND PARENTAL INVOLVEMENT

Parents of migrant students were encouraged to participate in the State Parent Advisory Councils, local PAC meetings and in the educational process of their children.

During the 1982 summer program two State PAC meetings were conducted. The first of these meetings was held June 24, at Nephi Elementary School. Thirty-two persons attended the advisory meeting which included six ex-officio members of the State PAC, twelve migrant parents and fourteen migrant staff. A narrative of the program was given and special emphasis was directed toward the planning, operation and evaluation of the migrant program. Also, the budget for FY 82 was explained and questions were answered. Input from State PAC members and others present at the advisory meeting was noted and questions not answered were referred to local directors to be dealt with at local PAC meetings.

The second State PAC meeting was held July 20 at Jefferson Elementary in the Ogden School District. Similar in nature to the first State PAC meeting, there were seven ex-officio members from Family Health Services, Handicapped Children's Services, Utah Rural Development Corporation and SEA office, 14 parents and 15 migrant staff. A few commendations and recommendations that came forth from the two State Parent Advisory meetings were as follows:

(C) State PAC participants expressed satisfaction with the planning, operation, and evaluation of the program. (See appendix for example of State PAC participants agreement of program.)

(C) State PAC participants and migrant parents present expressed satisfaction with the program and were very grateful that the migrant children had the opportunity to attend a summer program.

(C) Parents were impressed with the instructional activities and the variety of non-academic activities offered, i.e., recreation, crafts, music, and physical education.

(R) It was suggested that for FY 83 the director assess the ratio of bilingual teacher to students and see if more monies can be appropriated for more aides.

(R) It was observed that swimming was mostly recreational, which is fine; however, instruction should also be provided.

(R) It was suggested that parents be more involved in the field trips that the children participate in.

(R) It was observed that curriculum materials, many times, do not reflect the cultural background of the children. It was suggested that directors obtain more relevant materials.

Local PAC

Local parent advisory councils operated consistently in all migrant programs according to state guidelines. Each program held a total of two council meetings during the six to eight week session. During these meetings, parents were informed as to how to become involved in the education of their children. Meetings were structured and covered the planning, budget, operation and evaluation aspects of the local projects. Input into the operation of the program was encouraged and sought after. A few examples of parent input are as follows:

1. How are students placed and what criteria is used?

2. Give lessons on water safety when children go swimming.

3. Ask different parents to present aspects of their home culture and talents to the students.

4. Challenge the children as to their real abilities in both academic and non-academic activities.

5. Include in your instructional program curriculum about different cultures.

6. Ask parents to give suggestions as to what their children like to eat.

All parents were encouraged at the state and local PAC meetings to:

- o become members of a parent advisory council
- o work with professional staff as volunteers
- o visit the school and learn of their children's progress
- o attend school sponsored events, such as open houses and family night programs
- o take an interest in the children's studies
- o give input to the directors concerning program efforts

Table 21 indicates parental involvement for FY 82 summer migrant program.

TABLE 21

PARENTAL INVOLVEMENT

TYPE OF ACTIVITY	NUMBER
Participated in State Parent Advisory Council	27
Participated in Local Parent Advisory	210
Visited Classroom	64
Helped to Supervise Field Trips	31
Talked to Teachers about Children's Progress	62
Attended Social Functions at School	594
Acted as an Aide or Volunteer	15
Active in Recruiting Efforts	30

SUPPORT SERVICES

Transportation was provided for 77% (428) of the total migrant student population. The remaining 23% (131) were brought to school by their parents or were within walking distance.

Food was provided to migrant students by a federal food program. Table 22 indicates the average number served daily from the combined migrant programs.

TABLE 22
FOOD SERVICES

	AVERAGE NUMBER SERVED	PERCENT OF TOTAL STUDENTS
Breakfast	385	69
Lunch	355	63
Snack	217	39

Health Screening was provided by the Family Health Service Division of the Utah State Department of Social Services in conjunction with the Utah Rural Development Corporation. A minimum of nine health screening clinics were conducted. The screenings included physical, audio, eye, dental and other examinations used to define the general health conditions of the migrant students.

As shown in Table 23, 57 percent of the students received health screenings.

TABLE 23
HEALTH SERVICES
(Duplicated Count)

	NUMBER SERVED	FOLLOW-UP	PERCENT OF TOTAL
Vision	318	2	6%
Audio	318	15	48%
Dental	318	21	67%
Medical	318	15	48%
Nutrition	44		

Health screening provided a system whereby referral could be effected in an effort to improve the general health of migrant children. From the screening results obtained from each clinic, the following abnormal findings were placed into the categories listed below (see Table 25 for individual LEA and total LEA screening statistics):

(1) Medical Referrals - This includes specialist referral or referral to a migrant health clinic physician. It does not include treatment administered by the examining physician. This category also includes referral for auditory failure based on the decision of the audiologist and examiner.

(2) Dental Referrals - This includes all children needing treatment for caries, missing teeth, dental abscess, or other dental problems and only includes those children categorized as needing emergency or immediate dental care.

(3) Low Hematocrits - This includes those children with hematocrits below 35. It does not indicate the level at which treatment was initiated, as this varied with the child's age and the physician's opinion.

(4) Prescriptions - This includes all prescriptions written and later filled and is an indicator of the number of medical problems treated.

(5) Auditory Screening Failure - This includes all children having abnormal pure tone direction tympanometry, or an abnormal acoustic reflex. By itself, this finding is not conclusive. Auditory screening failure can be due to non-optimal testing conditions or other non-pathologic situations.

Statistical information for the health screening program was obtained by using the Family Health Services reports of the physical examination forms and a copy of the screening summary data forms. Referrals from 318 children screened are listed in Table 24.

TABLE 24
HEALTH SCREENING REFERRALS

REFERRAL	PERCENTAGE OF CHILDREN REFERRED
Dental Referral	41%
Medical Referral	16%
Low Hematocrit	9%
Prescriptions	27%
Auditory Failure	12%

The Utah State Education Agency provided coordination with the Utah Rural Development Corporation and the State Department of Social Services. It did not provide funds for curative services; however, the SEA and the URDC agreed to foster the cooperation of resources available for health care of children of formerly migratory agricultural workers who did not qualify within the definitions and criteria prescribed by URDC. The URDC provided health screening services for migrant children, utilizing an average cost of $6.66 per child which the SEA contracts pay. These health care services included a preliminary examination and facilitated access to a comprehensive physical examination. Services provided were accessible to the children and responsive to their needs.

TABLE 25
STATEWIDE CLINIC TOTALS

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	PRESCHOOL	TITLE 1	TOTAL
Children	104	24	318	76	422	100	23	97	120
Medical Referrals	8	8	34	11	42	10		8	
Dental Referrals	45	43	167	52	193	46	4	50	
Emergency	8	17	11	7	19	10	7	5	
Immediate	42	94	124	74	166	86		23	
Routine	41	91	108	65	149	73	9	32	
Prescriptions	32	35	63	19	95	23		52	
Otitis	7	7	35	11	42	10		16	
Pediculosis	2	2	22	7	24	6		2	
Phar. Infect.			1	.3	1	.2		10	
Vitamins	3	3	0	0	3	1		2	
Other	0	0	0	0	0	0		0	
Auditory Screening	104	24	318	76	422	100		51	
Failure			32	10	32	8		7	
Hematocrit	104	24	318	76	422	100		51	
Low			22	7	22	5		1	

TABLE 26

CLINIC TOTALS BERYL

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	PRESCHOOL	TITLE 1	TOTAL
Children			13		13	100			
Medical Referrals									
Dental Referrals			7						
Emergency			N/A						
Immediate			N/A						
Routine			N/A						
Prescriptions									
Otitis			N/A						
Pediculosis			N/A						
Phar. Infect.			N/A						
Vitamins			N/A						
Other									
Auditory Screening			13		13	100			
Failure									
Hematocrit			13		13	100			
Low									

TABLE 27

CLINIC TOTALS JORDAN

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	PRESCHOOL	TITLE 1	TOTAL
Children	32	62	20	38	52	100	12	5	17
Medical Referrals	3	10	5	25	8	16		2	2
Dental Referrals	1	3	1	5	2	4			
Emergency	6	18	5	25	11	21	3		3
Immediate	25	78	14	75	39	75			
Routine	15	50	3	15	18	35	5	2	7
Prescriptions	15	50	3	15	18	35			
Otitis									
Pediculosis									
Phar. Infect.									
Vitamins									
Other									
Auditory Screening	32	100	20	100	52	100			
Failure	11	33	3	15	14	27	2	2	4
Hematocrit	32	100	20	100	52	100			
Low	8	25	2	10	10	2			2

TABLE 28

CLINIC TOTALS MILLARD

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	PRESCHOOL	TITLE 1	TOTAL
Children	9	25	28	75	37	100			
Medical Referrals	1	12	3	11	4	11			
Dental Referrals	9	100	28	100	37	100			
Emergency	1	12	1	4	2	5			
Immediate	5	60	20	35	25	68			
Routine	3	33	7	25	10	27			
Prescriptions	2	25	5	18	7	19			
Otitis	1	12	4	14	5	14			
Pediculosis									
Phar. Infect.									
Vitamins	1	12	1	4	2	5			
Other									
Auditory Screening	9	100	28	100	37	100			
Failure	2	25	8	30	10	27			
Hematocrit	9	100	28	100	37	100			
Low			1	4	1	3			

TABLE 29

CLINIC TOTALS BOX ELDER

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	PRESCHOOL	TITLE 1	TOTAL
Children			55		55	100		24	24
Medical Referrals			6		6	11			
Dental Referrals			55		55	10			
Emergency			0						
Immediate			24		24	45		5	5
Routine			31		31	56			
Prescriptions			16		16	22			
Otitis			9		9	16			
Pediculosis			7		7	13			
Phar. Infect.			0						
Vitamins			0						
Other			0						
Auditory Screening			55		55	100			
Failure			10		10	18		3	3
Hematocrit			55		55	100			
Low			0						

TABLE 30

CLINIC TOTALS OGDEN

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	PRESCHOOL	TITLE 1	TOTAL
Children	20	18	83	82	103	100	4	50	54
Medical Referrals			15	18	15	18		4	4
Dental Referrals	20	18	83	100	103	100	4	50	54
Emergency	1	5	4	48	5	5		2	2
Immediate	3	15	23	28	26	25		16	16
Routine	16	80	56	67	72	71	4	30	34
Prescriptions	88	40	33	40	41	40	3	51	54
Otitis	5	25	21	25	26	25		16	16
Pediculosis	1	5	12	14	13	12		2	2
Phar. Infect.									
Vitamins	2	10			2	2		2	2
Other									
Auditory Screening	20	100	83	100	103	100	3	51	54
Failure	4	20	7	8	11	10		2	2
Hematocrit	20	100	83	1	1-3	1	3	51	54
Low	5	25	6	7	11	10			

TABLE 31

CLINIC TOTALS NEBO

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	PRESCHOOL	TITLE 1	TOTAL
Children	18	33	36	37	54	100	3	4	7
Medical Referrals	1	5	5	14	6	11			
Dental Referrals									
Emergency			1	3	1	2		2	2
Immediate	4	20	4	12	7	13			
Routine									
Prescriptions									
Otitis									
Pediculosis									
Phar. Infect.									
Vitamins									
Other	1	5			1	2			
Auditory Screening	18	100	36	100	54	100			
Failure	6	33	3	9	9	17	1		1
Hematocrit	18	100	36	100	54	100			
Low	8	44	8	22	16	30			

TABLE 32

CLINIC TOTALS CACHE

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	PRESCHOOL	TITLE 1	TOTAL
Children	12	37	21	63	33	100	4	4	8
Medical Referrals	3	25	4	19	7	21		1	1
Dental Referrals									6
Emergency							3		3
Immediate	5	42	10	45	15	45	1	2	3
Routine	7	58	11	55	18	55			
Prescriptions	3	25	2	10	5	15		1	1
Otitis	1	8			1	3			
Pediculosis	1	8	1	5	2	6			
Phar. Infect.									
Vitamins									
Other	1	8	1	5	2	6			
Auditory Screening	12	37	21	63	33	100			
Failure	1	8	0		1	3			
Hematocrit	12	37	21	63	33	100			
Low	5	42	3	14	8	24	1		1

TABLE 33

CLINIC TOTALS N. SANPETE

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	PRESCHOOL	TITLE 1	TOTAL
Children			33	100	33	100		10	10
Medical Referrals			6	18	6	18		1	1
Dental Referrals									
Emergency								1	1
Immediate			13	39	13	39			
Routine			20	60	20	60			
Prescriptions			4	12	4	12			
Otitis			1	3	1	3			
Pediculosis			2	6	2	6			
Phar. Infect.			1	3	1	3			
Vitamins									
Other									
Auditory Screening			33	100	33	100			
Failure			1	3	1	3			
Hematocrit			33	100	33	100			
Low			2	6	2	6		1	1

TABLE 34

CLINIC TOTALS DAVIS

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	PRESCHOOL	TITLE 1	TOTAL
Children			29	100	29	100			
Medical Referrals									
Dental Referrals									
Emergency			N/A						
Immediate			N/A						
Routine			N/A						
Prescriptions						7			
Otitis			N/A						
Pediculosis			N/A						
Phar. Infect.			N/A						
Vitamins			N/A						
Other									
Auditory Screening			29	100	29	100			
Failure			N/A						
Hematocrit			29	100	29	100			
Low			N/A						

EVALUATION

Evaluation by Chapter I specialists of migrant projects was an important part of Utah's program. Evaluation visits were used as a guide and reference for SEA/LEA staff in an attempt to improve the quality and organization of migrant education. Scheduling of site visits was compact as the program lasted six to eight weeks. The schedule was as follows:

Jordan	- July 16	Ogden	- July 20
North Sanpete	- July 19	Davis	- July 23
Nebo	- July 19	Millard	- July 28
Box Elder	- July 21	Beryl	- July 29
Cache	- July 21		

SEA Chapter I specialists visited migrant programs with three main purposes in mind:

1. To evaluate the migrant program.
2. To make commendations.
3. To offer constructive suggestions for program improvement.

Evaluation by Chapter I specialists of migrant programs provided a yardstick to assess how migrant education is meeting the special needs of migrant children in instruction, development, non-academic activities and support services.

OBSERVATIONS, RECOMMENDATIONS AND COMMENDATIONS

In reviewing project data from evaluators, their observations, recommendations and commendations for existing programs were as follows:

(O) It was observed that the MSRTS is not being fully utilized. More specified MSRTS inservice training may be needed by the SEA.

(R) Continue to stress the need and importance of MSRTS as an important component in recording migrant students individual progress. These records follow children who are transitory to other schools. When they are settled, information contained on the MSRTS records can help teachers to note the educational skills the students have mastered, and the educational skills they need help with.

(O) Local clerks/recruiters should be prompt in transmitting student information to the MSRTS terminal operator.

(R) It is important to stress the necessity for promptness in sending student information to the SEA terminal operator so that information can be placed in the data bank. Recruiters and clerks need to fill out the necessary eligibility forms and transmit the data to the SEA operator. Information should not be detained at the local project site until large amounts can be sent, but they should be sent as completed. This means that information should be transmitted to the SEA terminal operator two to three times a week. It is also important to send up-to-date information promptly at the end of the project or when the child is withdrawn.

(O) It was observed that more emphasis needs to be placed on diagnostic and prescriptive methods.

(R) Placement tests can be used to rapidly place the students at the beginning of the program. A few good examples of placement tests include G.E.M.S., Silvarolli, Key Math Test and Chapter I individualized materials can be used. The instructional program should be designed to reflect the needs of the student with grouping patterns based on like needs.

(O) It was noted that equipment purchased by a few local migrant programs had not been tagged or inventoried as per migrant education regulations.

(R) LEAs that purchase equipment need to set up an inventory. This equipment needs to be identified and tagged as migrant education equipment; that it is the property of the SEA and when not in use by migrant students, it needs to be placed in storage and not made available for use other than for migrant purposes. Equipment purchases need to be approved by the SEA migrant director.

(O) Local project directors should continue to make a concentrated effort to hire certified elementary school teachers.

(R) Currently 85% of the students attending migrant programs fall within the K-6 range. Special skills are needed to teach the elementary school students. Many secondary school teachers have not received these specialized skills in their educational training. In a program that has as its main goal improvement of students basic educational skills, the knowledge, philosophy and how to's of elementary education methods is essential in meeting the basic educational needs of these children. For those students (15%) that fall outside of the K-6 range, aides may be hired to meet their instructional needs.

COMMENDATIONS

The migrant programs have many commendable attributes. The following commendations represent a strength or highlight of each project.

Jordan

Jordan is to be commended for its accomplishments in the areas of cultural and fine arts.

Ogden

The noteworthy feature of this program was the quality of instruction and efforts to coordinate good curriculum materials between grade levels in reading and math.

Nebo

Considering the diversity of cultures attending the Nebo program, i.e. Kickapoo, Hispanic and Navajo, the school atmosphere was excellent for personal growth and learning.

Davis

One of the strengths of the Davis program was the amount of direct instruction that was occurring in the classroom. Instruction was well-explained to the students resulting in good student productivity.

Beryl

The Beryl migrant program deserves recognition for its program which strived to enhance the self-image of the students. This was apparent through observed activities in cultural awareness programs, the instructional program, field trips, and student initiated projects.

Box Elder

Box Elder needs to be commended for its promptness in transmitting MSRTS data to the terminal operator. This is a very important component in the migrant program in helping to facilitate the transfer of important information, i.e., education, health and special interests.

North Sanpete

This migrant program needs to be complimented for the warm atmosphere which was evident between staff members and the students. Students were on task and there was evidence of effective planning and instruction.

Cache

One of the strengths of Cache's program was its well-organized program and staff. In a program that had few students, there was a significant effort to provide needed educational services to the students.

Millard

The Millard migrant program needs to be commended for its excellent scheduling in the area of academic and nonacademic activities. It is important in a migrant program to provide a well-rounded program infused with a variety of activities.

Provo

The noteworthy feature of Provo's migrant plan was its instructional program. The students were on task and the teaching staff was diligent in providing a variety of academic activities.

APPENDIX

UTAH MIGRANT EDUCATION
ANNUAL EVALUATION REPORT
FY___

1. Name of district _____

2. Term: Regular / / Summer / /

3. Person responsible for the evaluation:

   Name: _____

   Signature: _____

STUDENTS SERVED

4. Number of migrant students participating in Migrant program (unduplicated count).

Grade Level	Male	Female	Interstate	Intrastate	5-Year	Total
K						
1						
2						
3						
4						
5						
6						
Subtotal						
7						
8						
9						
10						
Total						

5. How many migrant students were enrolled (MSRTS only)?

   _____

6. How many migrant students were enrolled in last year's program?_____

7. Indicate average daily attendance: _____

8. Give the number of students by racial/ethnic group:

   American Indian or Alaskan Native _____

   Hispanic _____

   Asian or Pacific Islander _____

   White _____

   Black _____

9. Indicate by informal judgement the number of students whose primary language is:

   English _____ Spanish _____

   Asian _____ Other _____

10. The number of staff positions for each job classification:

	Full-time	Part-time
Administrative staff (Directors, Supervisors)	_____	_____
Instructional staff		
Curriculum specialists	_____	_____
Teachers	_____	_____
Aides	_____	_____
Support Staff		
Clerical (not including MSRTS)	_____	_____
Health	_____	_____
Recruitment	_____	_____
MSRTS Records	_____	_____
Nutrition	_____	_____
Pupil Transportation	_____	_____
Other	_____	_____

11. Indicate the number of teachers/aides who are bilingual/bicultural:

	Teachers	Aides	Total
Bilingual/Bicultural			
Not Bilingual/Bicultural			
Total			

STAFF DEVELOPMENT

12. Indicate the number of personnel by job classification who attended inservice/staff development workshop:

Type of Workshop	Administrative	Instructional	Support	Parent
Local				
State				
Regional				
National				
MSRTS				

13. Indicate the number of participants who were involved in inservice and staff development activities.

Topic of Inservice	Administrative	Instructional	Supportive	Parents	Non-Project Personnel
General Program Orientation					
Curriculum/ Instruction					
MSRTS and SIS					
Recruitment and Identification					
Cultural Awareness					
Health					
Parental Involvement					
Other (Specify)					

INSTRUCTIONAL SERVICE

14. Indicate the number of migrant students who are receiving education services in the following areas:

    Reading _____ Mathematics _____

    Language Development _____

    Cultural Awareness _____

    English as a second language _____

    Other Instructional Services _____

15. Indicate the number of students who are involved in English as a second language: _____

16. Give the number of children participating in general education services for the handicapped: _____

17. Indicate the teacher to student ratio: _____

18. Indicate the teacher/aide to student ratio: _____
    (Divide the average daily attendance figure by the combined number of teachers and aides)

PARENT INVOLVEMENT

19. Type Activity Where Parents Were Involved	Number Involved
Participated in State Parent Advisory Council	
Participated in local Parent Advisory Council	
Participated in project planning, implementation and/or evaluation	
Visited classroom	
Helped to supervise field trips	
Talked to teachers about child's progress	
Attended social functions of school	
Acted as aides or volunteers	
Active in recruiting efforts for Migrant program	
Employed by local LEA	

MEMORANDUM

TO: LEA Migrant Director

FROM: State Migrant Director

SUBJECT: Inservice Training

DATE: April 12, 1982

We are happy to report that _____ will again this year be on hand to provide inservice training in her various areas of expertise.

Attached is a list of the areas of inservice that _____ can provide to your teachers and aides on-site this summer.

Would you please provide me the following information?

1. What kind of inservice training do you need?

_____

_____

_____

2. The number of people who will receive this training. _____

3. The best time the training can be provided. _____

4. Where can the training take place? _____

Please provide this information by May 3. Thanks.

/gm

INSERVICE TRAINING

Classroom Management

Classroom organization
Scheduling
Art of Giving Directions
Positive reinforcement techniques/behavior management
Use of Learning Centers/Learning Center Activities
Independent Work Ideas

Reading

Placement of students in appropriate reading material and instruction--
Informal Reading Inventory
Vocabulary Development
Oral Reading Fluency
Five Ways to Teach New Words
Comprehension Skills
Reading in the Content Area
Directed Reading Lessons
Spelling

Writing Skills

Penmanship
Creative Writing
-mechanics
-motivation

Parents

How to be a Super Tutor
Make-It Take-it (Reading, math activities)
Parental Involvement ("How to" ideas for PACs)
The Reading Connection (Link Between Home and School)
Books to Read to Kids

Aides

How to be a Super Tutor
Make-it Take-it (Reading and math activities)

Programs

Distar Reading I, II
Distar Language I, II, III
Distar Math I, II
Corrective Reading Decoding A, B
Basal Reading Programs

MIGRANT EDUCATION

1982

FISCAL MANAGEMENT EVALUATION FORM

District _____

Date _____

Reviewer _____

1. Has the approved Migrant Education budget been correctly set up on the district's financial accounts? Yes _____ No _____

   Comments:

2. Have all expenditures been authorized by the Migrant Ed director?

   Yes _____ No _____ Comments:

3. Have obligations and expenditures been properly charged? Yes _____ No _____

   Comments:

4. Does the Migrant Ed director periodically receive a report on the status of Migrant Ed funds? Yes _____ No _____

5. Is adequate documentation maintained to provide an "audit trail"; e.g., purchases, payroll? Yes _____ No _____

   Comments:

6. Do financial control procedures appear to be adequate? Yes _____ No _____

   Comments:

7. Does the district have a current inventory of all Migrant Ed equipment? Yes _____ No _____ Is it clearly and permanently labeled? Yes _____ No _____ Is it conveniently located and properly used? Yes _____ No _____

8. What are the percentages of time spent and salaries paid of Migrant staff from Migrant Ed budget?

Staff Member	% of Time	% of Budget
_____	_____	_____
_____	_____	_____
_____	_____	_____

MIGRANT EDUCATION

IDENTIFICATION AND RECRUITMENT REPORT

DISTRICT _____

RECRUITER _____

(This report should be submitted to the State Office July 15, 1982, and should include all recruiting for the 1982 summer program up to that date).

1. Number of visitations made to migrant families _____

   Is it documented by logs, mileage, etc. Yes _____ No _____

2. Number of visitations to agriculturally-related employers _____
   (e.g., farms, canneries, nurseries, poultries)

3. Number of migrant children and youth attending school.

   Interstate _____ Intrastate _____ 5-Year _____ Total _____

4. Number of preschool children.

   Interstate _____ Intrastate _____ 5-Year _____ Total _____

5. Number of children not attending school.

   Interstate _____ Intrastate _____ 5-Year _____ Total _____

6. Are all children enrolled in MSRTS? _____ If no, please explain.

_____

Signature of LEA Migrant Education Director

_____

Date

Date:

This is to certify that the state director _____ has explained the planning, evaluation and operation of the migrant program to the members of the State Advisory Council.

The members of the State PAC, also, certify that they had the opportunity to advise the director of the program concerning the planning, evaluation and operation of the migrant program.

Esto es para certificar que el director estatal de _____ ha explicado el plan y el desarollo del programa de educación para niños migrantes a los miembros del comité consejero de padres.

Los miembros de comité tambien certifican que ellos han tomado la oportunidad de aconsejar al director del programa y los empleados de la escuela acerca el planeamiento, la operación y la evaluación del programa migrante.

Miembros del comité consejero de padres y otros padres migrantes presente:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____